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ABSTRACT

Written by a school superintendent, this booklet was intended to explain school district policies in Oregon's Grants Pass School District Number 7. Although intended for this district's educational leaders, it may also be of interest to other administrators and board members, and of special interest to new or aspiring administrators. The handbook sets forth the author's philosophy of administration, an analysis of desirable leadership qualities, and a review of principles of good school management. The author includes techniques intended to be helpful to all administrators, a program for self-improvement, and an analysis of administrator performance skills. (Author/JM)

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OSSC BULLETIN

A SCHOOL ADMINISTRATOR'S MANUAL

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

by

DeRand Jones

Superintendent

Grants Pass, Oregon

Oregon School Study Council

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PREFACE

This BULLETIN, *A School Administrator's Manual*, was written for a school district's educational leaders as an elaboration of the district's policies and regulations.

The author, DeRand Jones, is Superintendent of Schools in Oregon's Grants Pass School District No. 7.

In this BULLETIN Mr. Jones shares his philosophy of administration, analyzes desirable leadership qualities, and reviews principles of good school management.

He includes techniques helpful for all administrators and suggests a program for self-improvement together with an analysis of administrator performance skills.

This BULLETIN will be of general interest to all school administrators and board members and of special assistance to new and aspiring administrators.

Kenneth A. Erickson
Executive Secretary
Oregon School Study Council

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I. INTRODUCTION

I believe:

- the schools belong to the people, therefore:
  - all patrons will be made to feel welcome and at home.
  - there must be as much patron-school involvement as possible.
  - this will lead to the highest possible mutual understanding for the benefit of the child.
- in basic education taught first, fast, and effectively, as soon as a child is ready for school.
- in a well thought out teacher-created, but board adopted, curriculum against which each child or any group can be immediately and accurately measured.
- in proving the effectiveness of all educational programs or techniques or discarding them to earn the continued support of the people.
- in the community school concept in which the people who own the school facilities use them at anytime this use does not interfere with the education of children, which must come first.
- that the teachers manage the children, the principal supervises the teachers, and central office coordinates, advises, and leads at the district level.

We in the United States have the world's greatest universal educational system, but it is not as good as it should be considering our wealth. We fall short of other nations with the treatment of our very brightest students. We must correct this deficiency.

It is my job to work constantly for the improvement of our American system. Educators should oppose any inclination to say, "This is good enough," until we have reached the highest obtainable degree of perfection. We must be impatient with mediocrity.

Education is not an easy job. It takes considerable time, effort, dedication, purpose, and a great love for children. I admire most those who do it all with a heart-felt caring for children.

II. THE PROCESS OF EFFECTIVE ADMINISTRATION

Work closely with the Board of Education. Keep board members well informed. Basic to the American system is "local lay control."

Lead the teachers as a team for decision making in curriculum, budget, and similar important educational strategies rather than use an authoritarian approach. Routine matters of forms and scheduling will be managed by the administration.

Consider each teacher a professional until proven otherwise. Depend upon all staff members to do their own jobs well.

Delegate responsibilities to administrators, teachers or other staff and allow those trusted with a task to carry it out in their own way within the framework of policies and specific instructions. Hold them accountable for that which was delebated.

Be as flexible as necessary but hold high standards. A rigid person in philosophy or method will eventually be broken; but this is not to say that no standards should be held.

Communicate with the public regularly and keep them well informed about education. It is imperative that the people understand the school --its methods, philosophy, and objectives--before they will give support.

Put everything in writing for this is the only way the program can be systematically improved. When spelled out, the program can be analyzed for necessary changes to meet new needs in a changing society.

Harmony in staff relations seems like a high virtue, yet dynamic and constructive conflict often leads to growth within staff. Whatever is required, harmony or conflict, be fair to everyone.

Treat pupils with the respect due any individual. While this is mentioned last, it may be the most important.

Professionalism

Educators can not be considered professional until they discipline their own ranks in both ethics and competency. Teachers are in danger of

losing all chance to be a profession and will become white collar workers if teacher associations pursue an adversary position against the community and its elected Board. This has occurred in some urban areas. Administrators still have an opportunity to be a professional if they assume a professional responsibility to discipline their own ranks in their own skills. Furthermore the management team is the best alternative to adversary negotiation for administrators. A form of shared management has been successful with teachers in a few areas in lieu of negotiation. I actively promote the management team concept for the benefit of the children.

Democratic Administration

Democratic administration can best be accomplished when there is cooperative action by all staff members. Those who just follow orders do that with little understanding of their importance. On the other hand, those who help shape their work and who have a part in its direction, work intelligently and for a purpose. This usually results in greater quality of work because of the greater interest and enthusiasm of a person who works with meaning.

The best way to develop a quality school is through the slow, but far better, democratic process of having the staff, the Board, the people and the students all have a hand in it. To every extent possible, decisions should be made at the lowest level of responsibility and with broad involvement of all concerned.

Some think a quality school program could be established by rule of an autocratic administration. It could thus be done faster, but not be as strongly rooted. A small example: the superintendent could draw up a report card that he liked in less than an hour, send it to the printers and call it finished. It is far better, however, for the teachers who use the card to work together to develop a report form. When finished, it is their report card, not just the schools'. It has meaning and value to the teachers. Any parts that do not work out as well as expected can

be changed the following year. If teachers want to do the job really well, the teachers in turn will enlist the aid of parents and students to help them develop a card that meets parents' and students' needs equally well.

The democratic process takes more effort and more work; but it is soul satisfying. In comparison, the autocratic way appears faster, more efficient, but actually is non-stimulative to growth. It depends too much upon one person and seems easier--less work--less time spent. In the long run the autocratic way is the weakest form of school management.

In the final analysis, this district will be administered the way the combined will of the Board, the administration, the teachers, and the community dictates in a cooperative fashion. There will always be a continuous adjustment process culminating in each system unique to that community. This happens in every school and is what makes for individualism among schools, and thus forms a "school personality."

A Personal Philosophy of Administration

We are like artists. We lead teachers in the creation of school systems, programs, atmosphere, and standards which are calculated to better educate children. Like an artist who paints for the perfection of his work, we do this as a creative venture that has our name on it. It's something we want to be proud of. We do it for children but also for personal satisfaction, and only secondarily for money. And like artists, we find the money useful. When our creation is finished, it should have consistency, integrity, and composition, just as a good painting does. It should be pleasing to behold, purposeful, and enduring. Like an artists's painting, our work will have a style that is our own. There is room for individual differences. There is not so much right or wrong in our styles, but a "taste" as to what is good and what isn't. As with artists, some people will like our work; others will not. Success depends on whether those who appreciate our work outnumber the ones who don't. The critics, our Board, make the biggest difference in

opinion. In the final analysis, we do our work not only for the children, but also for the personal satisfaction of seeing a well built program. Like a good painting, it takes not only skill, but time and patience, and a lot of each.

The Position of Administrator

It is assumed that to even get the position of administrator, s/he is loyal to the United States, has a strong preference for the education profession, feels a high regard for children, is above normal intelligence, has an understanding of various educational philosophies, demonstrates leadership ability, shows promise of organizational skills, is able to maintain discipline capably and well, has a good appearance, uses good common sense, maintains emotional stability, practices good ethics, and is generally cooperative with fellow workers. These are assumed to be basic qualities. Anyone who wants to be an administrator must have these qualities. Any administrator without the basic qualities needs to seriously consider giving it up.

The School's Primary Purpose

Instruction of children is the school's primary purpose. The nature of administration is such that the majority of time may be spent in minutia rather than on major instructional goals. The successful administrator will, nevertheless, find a way to be sure the primary purpose remains first. Good administrators practice thinking long range--decide what is permanent gain, what will count a year from now, and run their personal schedule by reason, not by feeling or pressure.

Teachers are our second main purpose. We serve the staff. The teacher-child relationship is the point of this whole business of education. If we lose sight of this fact, we become ineffectual. If we think or act as if the staff serves us, we are not placing the emphasis correctly on teachers and their relationship to the students. If personal glory or power is our objective--sooner or later someone will see to it that we fail.

Coordination in Administration

Administration is coordination--smoothness to a degree that the organization is not apparent. Our job is easing of loads; setting problems right; being a judge; correcting injustices; practicing public relations; talking with students, teachers, and parents; keeping calm, and applying oil to ease friction in human relations.

Administration is also managing routine affairs, which means management of procedures, schedules, purchasing, inventories, storage, records, required forms and all normal management functions for the smooth and easy operation of the building, department, or assignment.

Stress and the Administrator

Problems that interfere with administrator priorities are: too much to do; paper work; misunderstandings; pettiness; interruptions; constant nagging by the superintendent, parents, teachers, and children; and deadlines on the calendar. Worst of all--it seems necessary to have 20 things going at once. Administrators are not allowed the luxury to do only one thing at a time. No matter what administrators plan to do, no matter how important it was, something will come along that has to be done now, instead.

Can an administrator handle this pressure? Yes! Recognize stress is part of the deal. Play it loose! Use humor and a light touch at the right time, keep it cool, prioritize the pressure items, smile, have some fun with the job. Learn to love it or you'd better leave it.

If an administrator fails, on any project or in the whole job, it usually isn't anyone else's fault.

Any administrator who feels bigger than the job--won't have it long. Regardless of talent, it's better to practice humility if you wish to be accepted.

Rigidity and Flexibility

An important ingredient in administration is the proper degree of flexibility in attitudes and methods. Administrators who are too rigid,

will be broken. Rigidity means being unbending in ideas and methods. In a hurricane the rigid tree, in all it's majesty, falls. The bamboo bends and comes back up. However, bamboo does not build strong houses. People, unlike trees, can adjust their degree of rigidity according to conditions and reason.

When is a school "ours" as administrators? Never! The school belongs to the people. The Board is their representative. But there is a sense in which after years of work the school becomes what we have been allowed to make it. When we have accomplished all that is in our power, and if the school is reasonably close to what we want it to be, we become tempted to think of it as "our school" and to take credit for what it is.

Education is a broad area that means many things to different people. Successful educational administration usually includes continuous development and progress in better instructional methods and improved effectiveness. There are occasions when "holding the line," "entrenching," are proper expressions in educational administration, but usually "progress," and "development" are the key words.

Respect for Individuals and their Needs

Whichever innovations are used or not used, there are two basic things to be included in all plans.

Respect for children as people must be the attitude of all adult staff members. Children have a right to fair, courteous treatment, and effective instruction for nearly 100% of the classroom time.

Secondly, most innovations will gain little ground if there are basic needs of the staff or students not yet met. The hungry person has little interest in philosophy. Overworked teachers, or overcrowded students, or unharmonious staff relations will occupy all minds to such an extent that new programs will get only surface attention. Take care of basic problems first.

The Key to Administration

As simply as possible, administration should be done:

Thoroughly
Correctly
Legally
Promptly
Openly
Efficiently
Courageously

Try to perceive every situation accurately and react properly.

Organization--first things first--problem solving

Think it out.
Analyze, sometimes on paper.
Clarify what's wrong.
Who says so?
What can be done?
What's the worst that can happen?
Check for resource information (files, manual, library).
Who can help?
Who is knowledgable?
Should I ask for help or do this myself?
Do I have all the information I need to have?
What alternatives are available?
What course seems the best?
How will I do it? What is my decision? When?
Delegate if possible.
Launch it--move on it!
Evaluate it.
Write up for next time with suggestions for improvement.

Loyalty

Loyalty is difficult to define and raises the question, "Loyal to whom?"

No one can be too far afield who is genuinely loyal to the best interest of the students. Basically everyone in the school from board to volunteers think they are working for children. Most of them really are.

A skillful administrator will give a lot of thought to loyalty. Consider any matter not settled as open for debate. Speak freely. Once a decisions is made, whether or not an administrator agrees, s/he is obligated to support it without negativism.

If an administrator's position in major matters is generally opposed to the group in power, serious consideration needs to be given to a peaceful parting before things get nasty. In matters of substance, an administrator has to support the majority or ruling opinion--whether in basic agreement or not.

Administrative Team

Minimum requirements for an administrative team:

- A "thought" person
- A "front" persons
- An "action" person

Some administrators can handle the "big picture" and some don't want to. The big-picture type often can't handle details.

For efficiency, an administrative team should have as few members as possible. When we include everyone, we give up some efficiency for the sake of general involvement.

Board-Staff Relationships

Contact between board and teachers or board and administration is okay for information exchange. But, if decisions are made by this process, great havoc is usually caused in any well run district. Such decisions overlook the rights of fellow board members and the rights of citizens who elected them. Such decisions bypass the superintendent, usurp that role and make the incumbent less effective. However, to appeal to the board through the superintendent in no way undermines the superintendent, board, or system. It's one method of seeking justice.

Need for Change

Need for change in education is usually felt because of:

a. Financial plight requiring drastic moves.
b. Evidence or perception of deficient program results.
c. Belief that a new method will be easier or take less time.
d. Promise that a change will give greater financial reward.
e. Boredom with existing system.
f. Challenges of new worlds to conquer.
g. Promotion possibilities for individuals who are ready to take risks.

There is always a reason why something can't be done. The "doers," successful people, are ones who get things done in spite of obstacles that keep others from trying.

Qualities of Leadership

What quality makes a "real" leader? Everyone acts or reacts according to pressures. Teachers feel the pressures of children, parents, principal, and curriculum. Principals feel the pressures of parents, teachers, and the central office. Central office feels the pressures of the Board, principals, teachers, and community. The majority of people operate to cover themselves or reduce pressure. However, those working for promotion, name, money, or whatever, will take risks to accomplish more. These people will take stands (even if unpopular) and will not capitulate to emotional pressures.

Anyone working only to remain, merely operates in self-protection and to "pass the buck." Administrators who want to be considered excellent, achieve prominence or promotion, will move ahead with calculated risks to accomplish more. They will seldom use cover phrases such as "Someone else made me do it," "I can't get the kids to do this," or "The teachers refuse to allow that." Weaknesses are not appreciated in leaders. An administrator who is among the "buck passers" should seek out a secure position and give up the prestigue that rightfully goes to those willing to practice risk behavior.

Decision Making

"Decision thinking" is what most people mean when they say "shared decision making." Decisions usually can't be shared. The administrator who has the final responsibility may choose to assemble others to help think through all aspects of the problem. In the end, however, the administrator who has the responsibility must decide. In the process, goals should be well defined for good decision making. There has to be maximum interaction between the leader and those helping him/her make decisions so that discussion can be clear and goal-oriented.

Keys to Success

Successful building administrators know what they are trying to accomplish (goals and objectives). Staffs help set goals and have a commitment to them. They know what's to be done, and their roles in it. The Principal constantly supports the staff via daily contact and the Principal knows the exact extent to which all fill or fail their role. In a friendly, guiding, firm manner the Principal achieves the goals and objectives.

Threatening

Don't threaten. Do whatever you must do with teachers, children or parents, but don't call your shots in advance. Threatening limits your options. Make your position very clear. Act as you must according to the action of others, but don't make yourself look weaker by threatening.

III. HELPFUL TECHNIQUES FOR THE ADMINISTRATOR

These are techniques which I have found helpful.

- Have a personal calendar. Let your secretary schedule appointments as people call in.
- Use notes, one for each project, to prevent worrying about what might be forgotten.
- Sort projects by priority--reorganize regularly.
- Do most difficult, most disliked jobs first.
- File one copy of annual projects by the month--and check your monthly file on the first of each month.
- In all matters where efforts are public, be sure there are no snafus which undermine general confidence.
- Listen continually--to everyone--but don't believe everything until it is proven.
- Develop as much perception of any situation as possible by maintaining a broad range of contacts.

- Work closely and personally with those you wish to influence toward change.

- Let others talk out anger. Do not interrupt until it is out of their systems. Do not react emotionally. Learn to take personal abuse calmly. Remember many of these people are hurting inside and want to hurt someone else.

- Don't get cynical even when there's plenty of reason.

- Face problems head on and early; yet, consider when it's wise to stall.

- Figure on being wrong sometimes. When it happens, admit it and take it in stride.

- Worry as little as possible after work hours in order to be better rested and more effective during the work day. This takes effort, practice, and self discipline.

- Give credit to others as often as possible. What really counts is getting the job done smoothly, not self-aggrandizement.

- Keep your supervisor, the superintendent and Board informed. They have a right to first knowledge of events when possible.

- An administrator should feel people work <u>with</u> him/her not <u>for</u> him/her.

- Constantly strive to make things easier for students and staff by easing procedures that bind the system in red tape.

- Write each current project on a separate piece of paper, if, for no other purpose than to be able to place it in priority in relation to other jobs.

- Occasionally, temporary extra help can assist an administrator through difficult times brought on by too much pressure and too many deadlines. Sometimes there are even capable volunteers who would be glad to help. List the possibilities, and have on hand in time of need.

- When delegating, be organized and specific. Tell <u>how</u>, <u>when</u>, <u>where</u>, and establish a report back method. It is best to put the instructions in written form even if informally written.

- When tabling a project--table to a specific time. Don't let things go indefinitely.

- When possible, save a series of jobs--like letter or manual writing, decisions based on reading something, proposed programs to be written up--for doing while riding in the car to a meeting (if someone else drives) or at the meeting during boring spots. Make use of that time when you feel trapped and have nothing constructive to do.

- Be aware of the "sense of the meeting." Time remarks or questions to contribute toward the common goal not retard it. Questions or remarks not of general interest or revealing a lack of consideration for others damages both the cause and the administrator's effectiveness.

- First-year principals sometimes err in thinking administration is like a classroom except that teachers are their students. Such principals tend to have a large turnover of staff.

- Demonstrate personal concern for students, teachers and parents. Small gestures usually do this. To like children but not show it doesn't help much. Listen when they talk to you.

- Evaluate--constantly. What activities can be eliminated, what can be improved, what can be shortened, and the like.

IV. PRINCIPLES OF SCHOOL MANAGEMENT

Control of money is power and eventually control of the school, but that power must be shared. For this reason, the budget must be decentralized to give teachers and principals in each building greater control on expenditures. The wisest decisions are those made at the lowest level by a large number of involved people.

Involvement of staff tends to lead to wiser decisions and more satisfaction for teachers. The ultimate goal of involvement is an indistinguishable line between management and teachers.

You are exhibiting insufficient risk behavior (called lack of guts) when you "upward delegate." This is the process of asking what your supervisor wants before making a specific decision, i.e., "You're so experienced, how would you handle this?" Do not take a problem to your

supervisor for which you don't have a suggested solution unless you are admitting you can't handle it. You have your job because of your ideas and ability. Because of confidence in you, responsibility was placed in your hands to relieve someone else of it. There is a difference between upward delegation and asking for general instructions in administration techniques working toward your own growth and development. The difference is in your motivation for asking, frequency, and self confidence. Before upward delegating do all that you can to solve the problem, use problem solving techniques. Have some possible ideas or solution, and apply the final test: "Is it for lack of ability or knowledge or for lack of courage that I pass the buck?"

Good administrators, once established can pass the "rocking chair test." Because of good planning, skillful training of assistants, proper delegation of authority with responsibility, consistency in practices, and complete understanding with staff--it should be possible to be gone several days and not be missed.

However, never purposely leave when a change is about to be initiated. Everything can go wrong--and probably will. Otherwise, the real test of administration is how well things go without the administrator--for a while.

Adversary role playing (as between attorneys) is the present statewide system of negotiations. It may be necessary at this point in our professional growth. I hope a day will come of more complete understanding by all parties, that mutual respect, and general agreement on ultimate goals, and adversary negotiation will become too inefficient a method of achieving ends. I fear that if adversary role playing continues in the way other "advanced" areas have, teachers will become white collar workers rather than professionals.

Involvement is a superior method to adversary negotiation for settling issues and should be the method used as often as possible. This presumes trust on both sides and a diminishing of the credibility gap for both teachers and management.

Promotions should be based upon successful experiences and no other factor. Therefore, all who are promoted to administration will be successful teachers first. All administrators promoted to central office will be successful administrators first.

Change is usually best implemented at a time of interruption in the usual pattern of events. Stronger objectives and higher standards can be set at the moment of inception of new programs or at the time of reimplementation of older but interrupted programs.

Delegation of authority should be done by giving the desired objective and conditions of time or cost, but not specifying method of accomplishment. Administrators or teachers should be free to do the job their own way. Assumed in this is a large amount of trust, the right to make errors in the process, and full credit to the one who accepted the task.

Successful administrators are change agents. Those who see their role as change resisters are usually perceived as obstacles of progress. Many eagerly await the retirement of these administrators. Successful change agents are not for <u>all</u> change, only that which can be proven to benefit children. Change agents are the sales people of the educational world. They always push the products of good education, better methods, growth, and improvement. Furthermore, a change agent cannot rest once a plan of improvement is implemented, but must constantly sell the plan to keep it sold.

Promise only that which can be delivered. To promise too much increases the credibility gap.

Administration requires an understanding of power and authority. It cannot be seen, smelled, or heard, but its presence can be felt psychologically. It exists. Power is not always direct and not always authority. Sometimes influence is a greater power than authority. The way to measure power is to determine who or what wins in the long run--not in only today's struggles.

Power is best used by using as little as possible--only as much force as needed to accomplish the objective--no more. Administrators should never reveal all the power they have unless forced to use it. By not using all the force possible, one grows in internal personal power (or character).

V. PROGRAM FOR SELF-IMPROVEMENT

Administrators have asked, "What can I do to be a better administrator?" Here are a few suggestions that may help.

Personal Growth

A. Develop your Administrative Efficiencies

1. Visit schools known for exceptionally competent administration.
2. Research ways to improve decision making and work processing.
3. Evaluate your own office situation and modify to improve efficiency.

B. Personality Improvement

1. Find some way to evaluate your progress.
2. Take an unsigned rigorous opinion sampling. Work with friends who will tell you how to improve.
3. Use some of the principles involved in "How to Win Friends and Influence People" or a similar home guide.

C. Professional Development

1. Read the six best and latest books in education each year and discuss what you learned with others.
2. Attend professional meetings which will advance your development.
3. Attend university classes as available. Choose more the professor than the topic.

D. Attitude

1. Demonstrate whole-hearted enthusiasm in your work and contacts with teachers, children and community; board, and central office.

2. Show pride and enthusiasm for your school or department. Enthusiasm becomes contagious.

3. Insist on an attitude of success from all staff.

4. Become a positive force for development of schools, programs for children and increased effectiveness in instruction. Help the staff to follow suit.

School Growth

A. Academic Development of Students

1. Set specific objectives with timelines for your school.

2. Talk to any expert, read any book, visit any schools, use any source in developing your educational plan.

3. Develop a strategy to obtain those objectives.

4. Degree of staff involvement is critical. Without involvement there will likely be no progress. Plans perceived as purely principal's will perish.

5. Implement plan.

6. Evaluate progress.

B. Community Awareness

1. Visit in many homes--say 15 to 20 this year. Record what you learned very briefly. If possible, meet with several or more citizens in some homes at a neighborhood coffee.

2. Make your school the friendliest place, then test it with strangers.

3. Involve children in contests to attempt to get more parents into the school or department.

4. Encourage teacher-home visitation.

C. Student Discipline

1. Have a positive program of discipline that fits your school --and your parents. Teachers need to back the discipline program and feel supported.

2. Watch appearances carefully. Explain those times when things could look wild. Signs in the entry way could do this.

3. Have a sound, philosophical purpose in your program. Explain it.

D. School Appearance

1. Use children to plant, clean, shape and improve the whole school.

2. Use parent volunteers where you can to help (a way to get fathers involved).

3. Insist upon district aid where needed for further help.

E. Faculty Improvement

1. Assess the teaching skills and effectiveness of staff. Measure what they do, not what they are.

2. Gather data almost daily. Identify good and poor practices.

3. Encourage, compliment, guide, and counsel staff according to need. This is where your support is needed.

4. Evaluate factually on data gathered and known to the teacher. Use the district-adopted system. Act on the facts, whatever that requires.

5. Enforce regulations as needed by counseling, oral reprimand, written reprimand, and if continued disobedience, dismissal.

F. Procedure for School Growth

1. Carefully assess your school's total needs.

2. Write your objectives clearly and well in every area in which you can achieve.

3. Plan implementation carefully.

4. Plan a well-defined evaluation. Preferably arrange an evaluation by an outside source.

5. Don't just dream of improvements. Make improvements.

G. District Involvement

1. Be a constructive participant in administrators' meetings.

2. Participate in district committees.

3. Follow policies and regulations, rules, procedures.

4. Meet district deadlines.

5. Cooperate with district-wide programs--Title I, Special Education, Athletics, and the like.

VI. ANALYSIS OF ADMINISTRATOR PERFORMANCE SKILLS

This is a statement of what is expected in administrators. These are the qualities the screening committee looked for in reviewing candidates. These are the skills by which we evaluate administrators. The same skills are used by the Board to measure the Superintendent. We

encourage all administrators to use these skills in their own plans of self growth and development.

Basic Abilities

It is assumed that to get the position, the administrator is loyal to the United States, has a strong preference for the education profession, has a high regard for children, has above normal intelligence, has an understanding of various educational philosophies, demonstrates leadership ability, is able to maintain discipline capably and well, has a good appearance, uses good common sense, maintains emotional stability, practices good ethics, and is generally cooperative with fellow workers There are also other unnamed qualities that helped the person acquire the position of administrator.

Management of Routine Affairs

Organizational skills, handling of procedures, scheduling, planning, purchasing, budgeting, management functions for the smooth and easy operation of the building, department, or assignment.

Dependability

The degree to which the superintendent, teachers, public, and pupils can count on this administrator being a "person of his/her word." Jobs assigned, or tasks agreed to are completed in a reasonable time.

Public Relations

The methods administrators use to gain and maintain high public confidence and trust. This is also a measure of the extent of their ability to involve staff, parents, and community in the operation of the district.

Perception

A prerequisite to good administration--perception of the environment and the extent to which the administrator's findings provide subsequent direction.

Supervision

The ability to effectively appraise subordinates' accomplishments and provide evidence to that end. Also required is the ability to promote staff development and growth.

Decision Making

Ability to assume responsibility and make decisions.

Work Effort

Tendency to work above and beyond that expected of teachers and other employes. "Normal" is more than an 8 hour day.

Communication

Accurately represents the supervisor's and the subordinate's positions to each other. The administrator is the facilitator of the communication process.

Loyalty

Loyalty to the district, the Superintendent, and the Board. Loyalty includes support of known positions of the Board and Superintendent in all policies already determined but does not deter from the right to speak on any side of an issue while positions are being formulated.

Intestinal Fortitude

Risk behavior commonly referred to as "guts." It involves conflict management and represents a willingness to take a stand, to point out fallacies in programs and policies in an appropriate manner, and to face unpleasant situations in spite of fears.

Fairness

The justice of decisions made. It has much to do with empathetic understanding applied with firmness and friendliness.

Implementation

Ability to originate and implement constructive ideas.

Priority and Analysis

Extent to which alternatives are identified and considered before making decisions. Identifies weaknesses and prioritizes problems.

Enthusiasm

An infectious spontaneity or eagerness that helps others take a greater interest in their work.

VII. SO, YOU ARE "ON" AT BOARD MEETING!

Here are a few guidelines from the Superintendent.

- Reports are intended to be a maximum of five minutes in length --longer only if the Board asks questions.
- Additional information that is not possible to present in a 5-minute report should be mailed to the Board through the Superintendent.
- Rationale for the 5 minute limit--the meeting is the Board's and without imposed limits, some people take too much time on topics of deep interest to themselves. If the Board has more than a 5-minute interest--they will let you know.
- Decision requests need to be on the decision agenda, and can be longer than 5 minutes.
- Discussions with the Board should also be on the main agenda and may be longer than 5 minutes.

  The key to what to send or say to the Board is to ask yourself: "What do they want to know?" Do not give a "snow" job.
- Anything you put on the table is public domain and can not be considered confidential.

VIII. THE DOCTRINE OF COMPLETED STAFF WORK

Note: The following was adapted from materials originally written by Robert Halloway of the Ford Motor Corporation.

1. We uphold the "Doctrine of Completed Staff Work."

2. "Completed Staff Work" is the study of a problem and presentation of a solution, by a staff member, in such a form that the only thing remaining to be done on the part of the head of the staff, is to indicate approval or disapproval of the completed action. The words "completed action" are emphasized because the more difficult the problem is, the more the tendency is to present the problem to the head of staff in a piece-meal fashion. It is your duty as a staff worker to work out the details. You should not consult the superintendent in the determination of these details, no matter how perplexing they may be. You may and should consult other staff workers. The product, whether it involves the pronouncement of a new policy or affects an established one, should, when presented for approval or disapproval, be worked out in finished form. finished form.

3. The impulse which comes to an inexperienced staff worker is to ask what to do. This occurs most often when the problem is difficult. It is often accompanied by a feeling of mental frustration. It is so easy to ask what to do, and it may appear easy for the head of staff to answer. Resist that impulse. You will succumb to it only if you do not know your job. It is your job to advise the superintendent what to do, not ask what you ought to do. The superintendent needs answers, not questions, and wants to know how it <u>can</u> be done, not why it <u>can't</u> be done! Your job is to study, write, restudy, and rewrite until you have evolved a single proposed action--the best of the alternatives you have considered. The superintendent should merely approve or disapprove.

4. Do not worry the head of staff with long explanations and memoranda. Writing a memorandum does not constitute "completed staff work,"

but writing a memorandum for the superintendent to send to someone else does. Your views should be placed before the chief of staff in finished form so they may be adopted simply with a signature.

In most instances, "completed staff work" results in a single document prepared for the signature of the head of staff, without accompanying comment. If the proper result is reached, it will be recognized at once. The head of staff will request comments or explanations if wanted.

5. The theory of completed staff work does not preclude a "rough-draft," but the rough draft must not be half-completed ideas. It must be complete in every respect except that it lacks the requisite number of copies and need not be neat. But a rough draft must not be used as an excuse for shifting the burden of formulating action to the superintendent.

6. The "completed staff work" theory may result in more work for you, but it results in more freedom for the superintendent. This is as it should be. Further, it accomplishes two things:

a. The head of staff is protected from poorly thought-out ideas, voluminous memoranda and immature oral presentations.

b. The staff worker who has a real idea to sell is enabled more readily to find a market.

7. When you have finished your "completed staff work" the final test is this: if you were in the superintendent's position would you be willing to sign the paper you have prepared, and stake your professional reputation on its being right?

If the answer is negative, take it back and work it over because it is not yet "completed staff work."